

Education Achievement Authority of Michigan

Equity. Choice. Reinvention.

Principal Position

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The Education Achievement Authority of Michigan is a new statewide school system that will assume operation of the lowest 5 percent of performing schools in the state of Michigan that are not achieving satisfactory results on a redesign plan or that are under an Emergency Manager. It is designed to provide a new, stable, financially responsible set of public schools that create the conditions, supports, tools and resources under which teachers can help students make significant academic gains. It will first apply to underperforming schools in Detroit in the 2012–2013 school years and then be expanded to include low performing schools throughout Michigan.

Duties/Responsibilities

The Education Achievement Authority of Michigan is seeking a corps of extraordinary leaders to reinvent persistently low-performing schools into 21st century learning environments where all students achieve at high levels.

Principal positions are available at Elementary and Secondary School levels for FY 2012-13.

Transformation principals will provide leadership in Michigan's persistently lowest achieving schools. This includes implementing a student-centered system of education which focuses on:

- eliminating learning pathways based solely on age or time and allowing students to progress via mastery,
- building a positive school climate that supports the whole student;
- leveraging research and data to drive initiatives and instruction; and
- building a high-performing staff and leadership team to achieve the school's vision and goals.

Principals will provide the leadership in autonomous schools to transform low achieving schools into schools of excellence.

The transformation principal will collaborate with parents, community members as well as other internal/external resources and stakeholders to implement student centered educational programs, systems, tools and other resources to accelerate student achievement.

Transformation principals report directly to the Chancellor and will be evaluated by his/her designee. Autonomous principals will also report to their school Reinvention Teams.

Administrators will receive on-going leadership development and individual coaching.

Qualifications/Leadership

1. Master's Degree in Educational Leadership, Master's Degree in Business or related field;
2. PK-12 urban teaching experience and prior success in a school leadership/leadership position, with a significant focus on academic achievement and instruction;
3. Proven success leading and turning around chronically low-achieving schools; able to provide evidence of improving student achievement demonstrable by student achievement data.

Note: Non-traditional candidates with a demonstrated track record in leadership will be considered.

Required Knowledge, Abilities, and Skills: The applicant should be

1. An analytical thinker who is able analyze and respond to data with practices informed by research;
2. Familiar with best practices on the school level that create and sustain change;
3. Able to build capacity in others to continually improve upon practices to garner achievement at high levels;
4. Familiar with professional development design and delivery to help teachers improve student growth;
5. Experienced in conducting rigorous evaluations of educator and school staff performance which supports coaching and/or dismissing of ineffective staff.

Demonstrated Competencies

A. Confidence to Lead and Innovate by

1. Taking on challenging situations and believes in ability to effect change;
2. Taking risks to achieve vision and goals, even if they deviate from the norm;
3. Taking personal responsibility for mistakes and learns from them, while consistently following up with analysis and corrective action;
4. Adapting to the complexities of the urban school environment. Strong commitment to equity;
5. Believing that all students can learn to high levels and thrive when given the chance;
6. Responding to challenging situations with "out of the box" solutions.

Results Orientation

1. Promotes a widely shared institutional belief that every child deserves and can have expert instruction and that all team members must be advocates for students;
2. Sets high performance goals for him or herself and others despite instability and obstacles to success;
3. Creates a sense of urgency and takes immediate action to ensure early successes;
4. Establishes and monitors high standards for excellence with students, teachers, staff and other stakeholders;
5. Aligns school resources and prioritizes activities to achieve maximum results based on vision and goals;
6. Relentlessly focuses school activities on student achievement.

B. Impact and Influence

- Establishes a culture of learning and achievement;
- Consistently acts to influence others' thinking and behavior to achieve results;
- Identifies and engages stakeholders (e.g. parents, community) to drive consensus, build trust and facilitate change;
- Anticipates and responds to stakeholder concerns and identifies and engages key influencers and community resources necessary for success;
- Influences other to take action and demands change.

C. Uses data to quickly recognize patterns and trends related to school performance.

- Analyzes complex information to formulate strategic vision and develop action plans;
- Identifies appropriate metrics and uses qualitative and quantitative data to assess performance and drive goals and decision-making;
- Develops right balance of strategic and tactical plans to achieve immediate success while maintaining long-term vision;
- Develop and Lead High Performing Teams;
- Effectively builds and organizes adult teams to mirror vision and produce maximum results;

- Provides effective professional development to develop staff capacity and impact student achievement;
- Effectively delegates to others and engages team in decision-making. Encourages learning and consistently provides instruction, expectations, feedback and other developmental activities to encourage leadership and build capacity; and
- Consistently inspires excellence and promotes high morale.

D. Application Process

1. Letter of intent that includes a detailed description of how candidate meets the mandatory minimum qualifications, abilities, proficiencies and experiences (please upload)
2. Three letters of recommendation from persons with knowledge of candidate's skills, proficiencies and experience, including from current supervisor (please upload)
3. Applications are available on-line via www.applitrack.com/resa/onlineapp.
4. After the application has been submitted, you may be contacted to participate in a mandatory on-line application course.
5. Interview: Projected time frames for interviews will begin mid-March 2012
6. Projected date for contract offer is April 1, 2012
7. Projected start date: July 1, 2012

Note: Some travel and onboarding will take place prior to July 1, 2012.